

LESSON 5

Strategies for Healthy Physical Activity, Eating, and Sleeping

Student Learning Objectives:	National Health Education Standards:
1. Describe environmental influences that encourage or discourage physical activity.	• Self Management
2. Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.	• Self Management

Lesson Synopsis

Review the previous lesson on body image and weight management. Define positive and negative environmental influences on physical activity and healthy eating and give examples. Develop lists of positive and negative environmental influences on physical activity and healthy eating by using a carousel brainstorm. Identify strategies for improving eating and physical activity habits by asking classmates for suggestions. As homework, collect suggestions for overcoming negative influences on eating and physical activity habits from a parent or other trusted adult.



Activity	Time in Minutes	Materials Needed
Introduction	10	<p>Health Education Materials</p> <ul style="list-style-type: none"> Poster: "Everyone is Different. So, What is Normal?" Oregon Dairy Council <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> Student Worksheet: "What Would You Tell This Friend?" (from Lesson 4) Teacher Keys: "What Would You Tell This Friend? Olivia, Brianna, Samantha, Ethan, Jose, and James" (from Lesson 4) Slide Master: "What Would You Tell This Friend? Suggestions" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> Projector Slide
Teacher Input	5	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> Slide Master: "Food, Physical Activity, and Environment" Slide Master: "Environmental Influences" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> Projector Slides
Application or Skill Practice	28	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> Teacher Reference: "Environmental Influences on Healthy Eating and Physical Activity" Student Worksheet: "Negative Influences on My Eating and Physical Activity Habits" Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Strategies for Dealing With Negative Personal Influences" Student Self-Assessment Rubric: "Strategies for Dealing With Negative Personal Influences"

Application or Skill Practice (continued)		Supplied by the Teacher <ul style="list-style-type: none"> • Chart paper • Markers • Tape or thumb tacks • Pens and pencils
Closure	2	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Negative Influences on My Eating and Physical Activity Habits" • Student folders or file folders
TOTAL	45	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric, "Assessment Rubric for Skill Development: Strategies for Dealing With Negative Personal Influences," is provided for you to use at the end of this lesson.
- **Decide if you want students to assess** their own progress. **Duplicate** the rubric, "Strategies for Dealing With Negative Personal Influences," for students if you plan to have them use it.

For Introduction:

- **Prepare a slide** of the slide master, "What Would You Tell This Friend? Suggestions."
- **Display** the poster, "Everyone is Different. So, What is Normal?"

For Teacher Input:

- **Prepare slides** of the slide masters, "Food, Physical Activity, and Environment" and "Environmental Influences."



For Application or Skill Practice:

- **Decide how you will divide your class** into four small groups.
- **Prepare** four large charts with one of the following titles on each: "Encourages Physical Activity," "Discourages Physical Activity," "Encourages Healthy Eating," and "Discourages Healthy Eating." **Post** the charts in separate locations around the room.
- **Review** the teacher reference, "Environmental Influences on Healthy Eating and Physical Activity."
- **Duplicate** the student worksheet, "Negative Influences on My Eating and Physical Activity Habits," for each student.

LESSON PROCEDURE



Introduction: Review the previous lesson on body image and weight management.


Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the homework by identifying how six fictional students felt about their bodies and their weight, using the student worksheet and teacher keys, "What Would You Tell This Friend?" and the slide master, "What Would You Tell This Friend? Suggestions."</p> 	<p><i>Please get out your homework so we can discuss the suggestions you would give our six fictional classmates.</i></p> <p>Display the slide, "What Would You Tell This Friend? Suggestions."</p> <p>Introduce the first fictional student, Olivia, by reading her biography. Call on the students who provided suggestions for Olivia to answer the two questions on the slide.</p> <p>Continue in this manner until all six fictional students have been discussed.</p> <p>Collect the worksheets for grading.</p>	 <p>If you have additional time, you might want the students to reform their small groups and discuss the suggestions they made for their assigned fictional student prior to reporting out.</p>
<p>Display the poster, "Everyone is Different. So, What is Normal?"</p>	<p><i>As this poster shows, no two sixth graders are alike. Yet, you all share a similar struggle to eat the most nutritious foods and get the right amount of physical activity so you can grow up to be the healthiest person you can be.</i></p>	
<p>State the focus of the lesson.</p>	<p><i>Today we'll talk about ways we can get the right amounts of physical activity, food, and sleep.</i></p>	

Teacher Input: Define environmental influences on physical activity and healthy eating.




Approximately 5 minutes



Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Define environmental influences and their impact on weight using the slide master, "Food, Physical Activity, and Environment."</p> 	<p>Display the top half of the slide, "Food, Physical Activity, and Environment."</p> <p><i>In our country, we now have many more people who weigh too much than we have had in the past. Why do you think this is happening?</i></p> <p>Call on a couple students to suggest ideas.</p> <p>Display the entire slide to reinforce the students' responses.</p>	 <p>Update the statistics on the slide by checking the Centers for Disease Control and Prevention website.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>www.cdc.gov or www.cdc.gov/nccdphp/dnpa/obesity/</p> </div>

	<p><i>The “environment” is all the conditions and influences around a person that affect that person’s life.</i></p> <p><i>Our environment has a lot of influence on what we eat and how active we are. Even if you aren’t overweight, the environment influences the way you eat and how much you move. It influences your health now and in the future.</i></p>	
<p>Give examples of environmental influences on healthy eating and physical activity using the slide master, “Environmental Influences.”</p> 	<p>Display the slide, “Environmental Influences.”</p> <p>Give an example of an environmental influence for each topic:</p> <ul style="list-style-type: none"> • “Encourages Physical Activity” — having a bike trail near your house • “Discourages Physical Activity” — bad weather • “Encourages Healthy Eating” — having a milk vending machine in the school • “Discourages Healthy Eating” — no fruit for sale in the local store 	

Application or Skill Practice: Develop lists of environmental influences on physical activity and healthy eating. Identify strategies for improving eating and physical activity habits.

Approximately 28 minutes



Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form four small groups.</p> <p>Brainstorm environmental influences that encourage or discourage healthy eating and physical activity.</p> <p>Augment the students’ ideas using the teacher reference, “Environmental Influences on Healthy Eating and Physical Activity.”</p> 	<p>Form four small groups. Assign group roles: leader, spokesperson, and recorder.</p> <p>Continue to display the slide, “Environmental Influences.”</p> <p><i>Each small group will be assigned to a chart that has one of these four topics on it. You will have three minutes to discuss the topic and record your ideas. Then, you will move to the next chart and add your ideas for the next topic. You will continue until you are back at your first chart again. If the chart you are working on has ideas written on it, place a checkmark by the ideas you agree with; then, add more ideas.</i></p> <p><i>Spokespersons, be prepared to share the ideas at the last chart you visit.</i></p> <p>Assign each group to chart and ask students to begin.</p> <p>After three minutes, signal the groups to move to the next chart. Continue until the groups return to their original chart.</p> <p>Call on each spokesperson to read the topic and ideas listed on their chart. Suggest ideas that have been omitted and ask the recorders to add them to the charts.</p>	<p> Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of the lesson if you want to assess students’ skill development.</p> <p></p>

<p>Share positive influences on healthy eating and physical activity.</p>	<p><i>We have listed many influences that affect how people eat and get physical activity.</i></p> <p>Point to the two lists of positive environmental influences on healthy eating and physical activity the students created.</p> <p><i>Look at our lists of positive influences on healthy eating and physical activity. Stand up if you can think of one positive influence on <u>your</u> healthy eating and physical activity habits. Now, turn to a neighbor and tell each other what that positive influence is.</i></p>	
<p>Develop personal lists of potential negative influences on eating and physical activity using the student worksheet, "Negative Influences on My Eating and Physical Activity Habits."</p> 	<p>Point to the two lists of negative environmental influences on healthy eating and physical activity the students created.</p> <p><i>Now, you will use the ideas on these charts to make your own personal list of things that might discourage you from eating healthy and being physically active.</i></p> <p><i>On your worksheet, list some of the reasons you might not get 60 minutes of physical activity every day. Then list the reasons you might not eat the way your Daily Food Plan tells you to eat. It would be easy to complete this worksheet by copying some of the ideas from the charts without thinking about yourself and the influences you might respond to. To make this activity helpful to you as you try to improve your eating and physical activity, you must be honest with yourself and record the influences YOU have.</i></p> <p><i>You will have three minutes to record the negative influences that might make it difficult to be as healthy as you'd like to be.</i></p>	
<p>Form two concentric circles.</p> <p>Share suggestions for overcoming negative influences on healthy eating and being physically active.</p>	<p>Have students number off so that each student is number one or number two. Ask them to take their worksheets and form two concentric circles by having the students who are number one form the inside circle facing out and the students who are number two form the outside circle facing in. Ask them to position themselves so that they are standing across from another student in the other circle.</p> <p><i>If you are in the inside circle, read one potential negative influence on your eating or physical activity to the person across from you. Ask that person for a suggestion to overcome the negative influence so you can be sure to eat healthy and get at least 60 minutes of physical activity. You will have one minute.</i></p> <p>After one minute, have students sit down in the circles. Call on a couple students to share their potential negative influence and a suggestion to overcome it. Encourage students to record ideas as they are shared.</p> <p>Have students stand. Ask the students in the outside circle to move three people to the right.</p>	 <p>If space is limited, have students form dyads to share negative influences and suggest ways to overcome the influences. Then, have them change partners to gather additional ideas. After each dyad has discussed the negative influences and suggestions, gather ideas in the large group.</p>

	<p><i>Now, the person in the outside circle will read one of his or her negative influences. The partner will offer a suggestion. You have one minute.</i></p> <p>After one minute, have students sit down in the circles. Call on a couple students to share their potential negative influence and a suggestion to overcome it. Encourage students to record ideas as they are shared.</p> <p>Repeat several times so that students can gather many suggestions.</p>	
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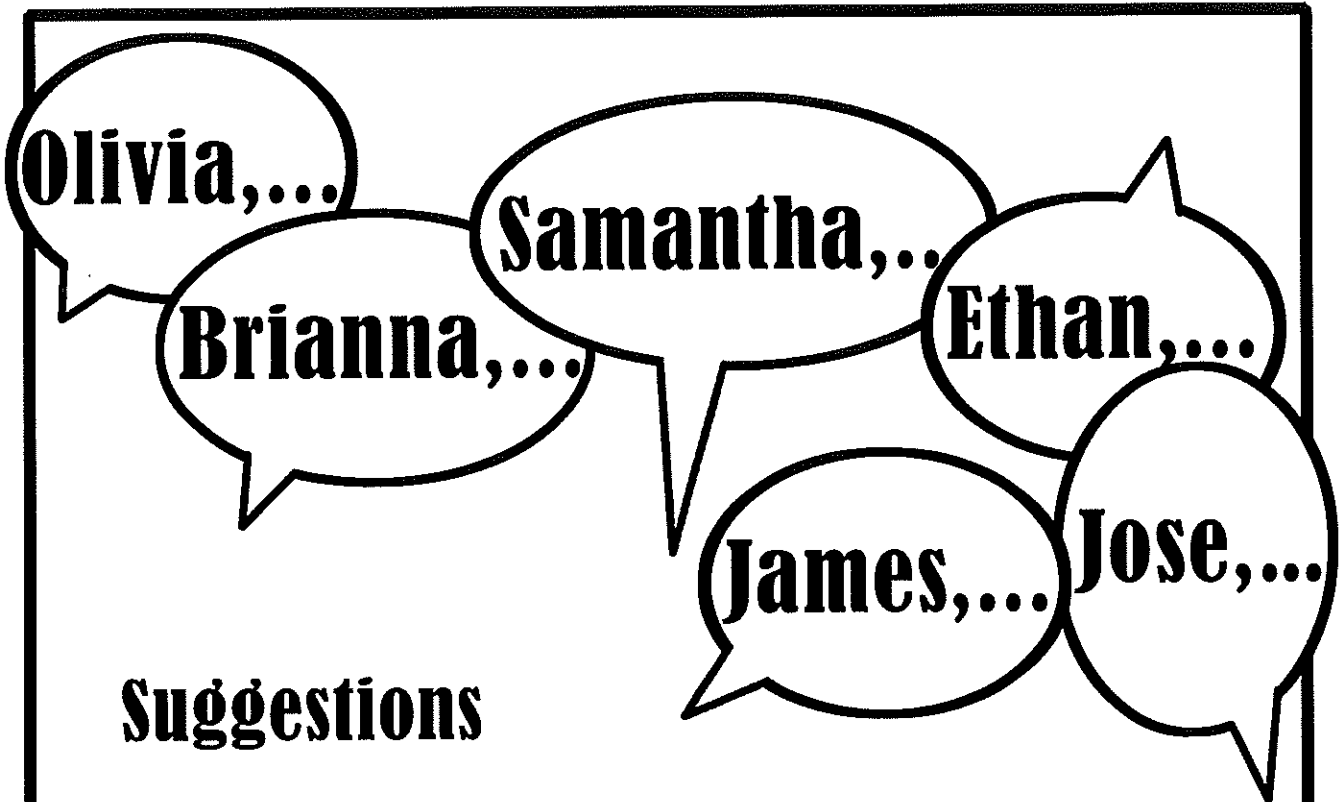
Closure: Collect suggestions for overcoming negative influences on eating and physical activity habits from a parent or other trusted adult.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Assign an interview with an adult as homework using the student worksheet, "Negative Influences on My Eating and Physical Activity Habits."</p> 	<p><i>You have gotten some helpful suggestions from your classmates. As homework, please do two things:</i></p> <ul style="list-style-type: none"> • <i>Record the suggestions you heard on your worksheet.</i> • <i>Interview your parent or another trusted adult. Ask him or her to suggest ways you can overcome the potential negative influences on your worksheet to improve your eating and physical activity habits. Record the suggestions.</i> <p><i>Your homework is due (provide the date you will teach Lesson 6).</i></p>	
<p>Remind students about the importance of getting enough sleep.</p>	<p><i>Another healthy habit is getting plenty of sleep. At your age, you need 10 or 11 hours of sleep each night.</i></p>	 <p>For additional information about sleep and children, visit the National Sleep Foundation website, Sleep for Kids, and review their information for parents and teachers.</p> <p>www.sleepforkids.org/html/tp.html</p>
<p>Remind students to place their work and handouts in their folders.</p>	<p><i>Please place all your handouts and worksheets in your folder. You will use the contents of your folder during the last lesson of this unit.</i></p>	
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, you will develop a plan to get 60 minutes of physical activity a day and eat the foods suggested by your Daily Food Plan.</i></p>	



What Would You Tell This Friend?



Suggestions

- Describe the healthy nutrition and physical activity challenges this person has, if any.
- What eating and physical activity habits would you recommend to help this person live a healthy lifestyle?



**BIG MEALS
BIG DEALS!**

**LOTS A
FOOD
FAST**

**SUPER
SIZER**

**Jumbo
Meals**

More Food

Food, Physical Activity, and Environment

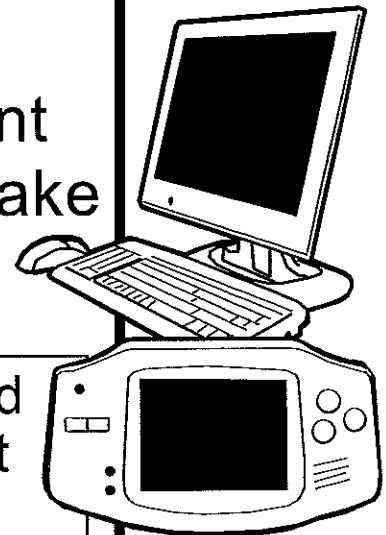
There has been a large increase in people who weigh too much.

One out of three children is overweight.

Two-thirds of adults are overweight.

This is caused by an environment that promotes too much food intake and too little physical activity.

“Environment” is all the conditions and influences around a person that affect that person’s life.

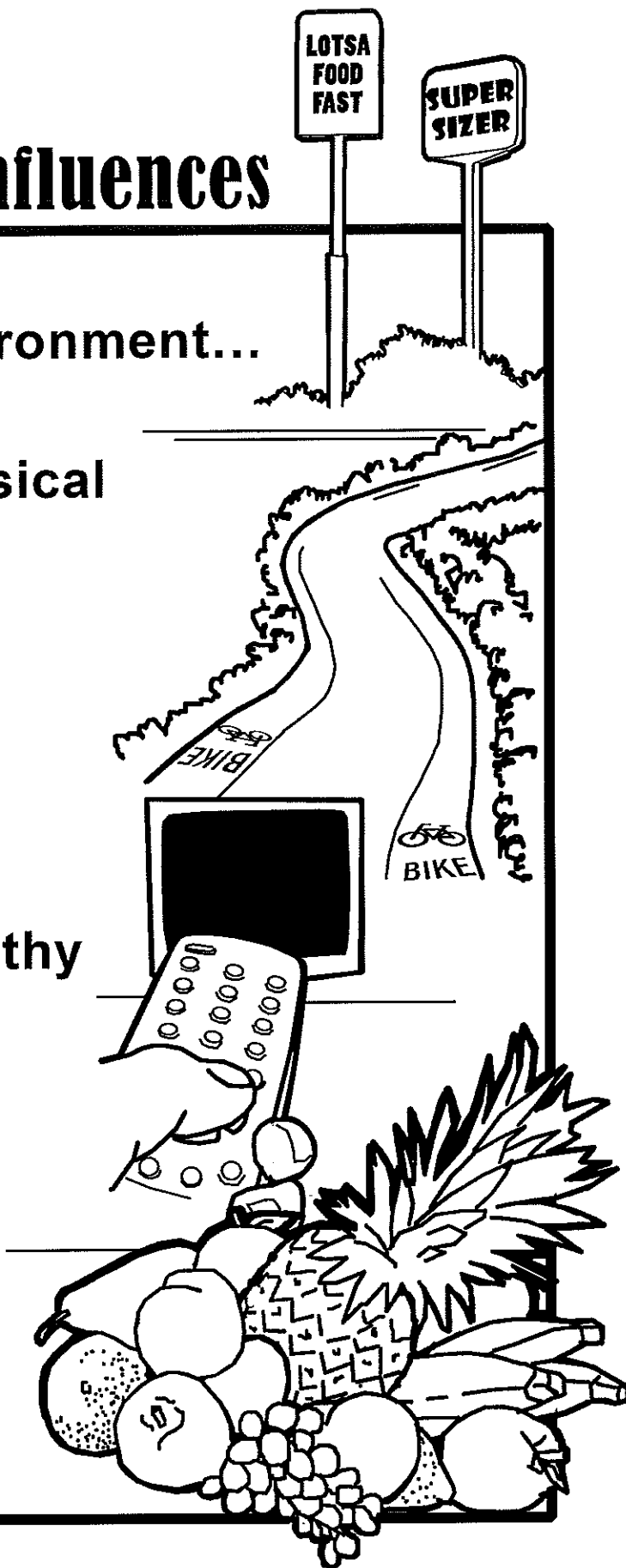




Environmental Influences

List ways our environment...

- Encourages Physical Activity
- Discourages Physical Activity
- Encourages Healthy Eating
- Discourages Healthy Eating





Environmental Influences on Healthy Eating and Physical Activity

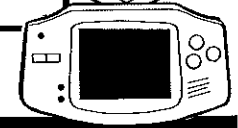
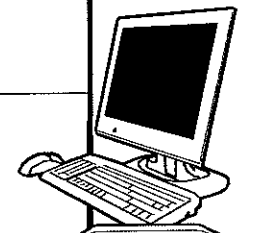
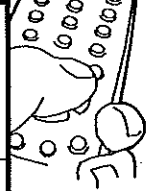
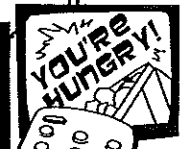
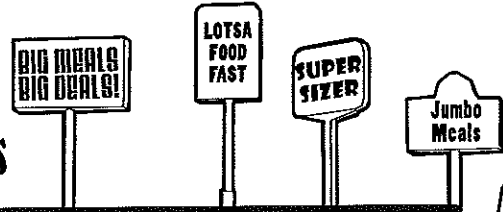
Encourages Physical Activity <ul style="list-style-type: none">• a bike trail near your house• free recreation facilities nearby• safe, lighted paths for walking and cycling to schools and stores• low cost exercise equipment and bicycles• advertisements for physical activity• promotion of walking and cycling as means of transportation• school gyms and pools open for public use during non-school hours• take the stairs instead of elevators	Discourages Physical Activity <ul style="list-style-type: none">• bad weather• lack of exercise equipment• lack of sports equipment• lack of knowledge about sports or exercise• lack of role models• no one with whom to do physical activities• lack of recess and physical education classes at school• excessive television, video game, and computer use• unsafe neighborhoods
Encourages Healthy Eating <ul style="list-style-type: none">• a milk vending machine in the school• food labels on all food items, including candy and other snacks• advertisements for healthy foods• readily available healthy snacks at home and school• restaurants and food manufacturers providing foods in smaller portions• healthy snacks in vending machines at school• restaurants providing nutrition information for all menu items• drinking fountains available in all buildings and outdoor areas	Discourages Healthy Eating <ul style="list-style-type: none">• no fruit for sale in the local store• lack of healthy snacks in the home• high-fat, high-salt, and/or high-sugar foods available• lack of healthy choices in the school lunch program• expensive healthy foods• low cost foods that are high in fats and sugars• soda and candy vending machines at school• super-sized fast foods• lack of healthy drink options instead of soda• lack of time to prepare healthy foods

Reference:

Environmental influences on eating and physical activity. French SA, Story M, Jeffery RW. Division of Epidemiology, University of Minnesota, 1300 South Second Street, Minneapolis, Minnesota 55454, USA. Annu Rev Public Health. 2001;22:309-35. french@epi.umn.edu



Negative Influences on My Eating and Physical Activity Habits



My Physical Activity:

Influences that might prevent me from getting 60 minutes of physical activity every day:	Strategies for dealing with each negative influence:
•	•
•	•
•	•

My Healthy Eating:

Influences that might prevent me from eating the way my Daily Food Plan suggests every day:	Strategies for dealing with each negative influence:
•	•
•	•
•	•

My parent or another trusted adult suggested these ideas:

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Assessment Rubric for Skill Development: Strategies for Dealing With Negative Personal Influences

Elements in the Lesson

- Identify influences that might prevent me from getting 60 minutes of physical activity every day.
- Describe strategies for dealing with each negative influence.
- Identify influences that might prevent me from eating the way my Daily Food Plan suggests every day.
- Describe strategies for dealing with each negative influence.
- Obtain suggested ideas from a parent or other trusted adult.

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

1	2	3	4	Comments
For physical activity and eating, at least one influence is listed. For physical activity and eating, at least one strategy for dealing with the influence is listed. At least one suggestion from parents or trusted adults is listed. Most of the influences, strategies, or suggestions may be unclear, incomplete, or unhelpful.	For physical activity and eating, at least two influences are listed. For physical activity and eating, at least two strategies for dealing with the influences are listed. At least two suggestions from parents or trusted adults are listed. Some of the influences, strategies, or suggestions may be unclear, incomplete, or unhelpful.	For physical activity and eating, three influences are listed. For physical activity and eating, three strategies for dealing with the influence are listed. Three suggestions from parents or trusted adults are listed.	For physical activity and eating, three or more influences are clearly and completely described. For physical activity and eating, three or more strategies for dealing with the influence are clearly and completely described. Three or more suggestions from parents or trusted adults are clearly and completely described.	



Strategies for Dealing With Negative Personal Influences

Elements in the Lesson

- Identify influences that might prevent me from getting 60 minutes of physical activity every day.
- Describe strategies for dealing with each negative influence.
- Identify influences that might prevent me from eating the way my Daily Food Plan suggests every day.
- Describe strategies for dealing with each negative influence.
- Obtain suggested ideas from a parent or other trusted adult.

The following rubric can be used for assessing your skill development in identifying negative influences on physical activity and healthy eating and strategies for dealing with negative influences. You may have demonstrated the elements of this skill through role play, written assignments, or classroom activities. Write any ideas or thoughts you have in the "Comments" column.

1	2	3	4	Comments
<p>For physical activity and eating, I listed at least one influence.</p> <p>For physical activity and eating, I listed at least one strategy for dealing with the influence.</p> <p>I listed at least one suggestion from parents or trusted adults.</p> <p>Most of the influences, strategies, or suggestions may be unclear, incomplete, or unhelpful.</p>	<p>For physical activity and eating, I listed at least two influences.</p> <p>For physical activity and eating, I listed at least two strategies for dealing with the influence.</p> <p>I listed at least two suggestions from parents or trusted adults.</p> <p>Some of the influences, strategies, or suggestions may be unclear, incomplete, or unhelpful.</p>	<p>For physical activity and eating, I listed three influences.</p> <p>For physical activity and eating, I listed three strategies for dealing with the influence.</p> <p>I listed three suggestions from parents or trusted adults.</p>	<p>For physical activity and eating, I clearly and completely described three or more influences.</p> <p>For physical activity and eating, I clearly and completely described three or more strategies for dealing with the influence.</p> <p>I clearly and completely described three or more suggestions from parents or trusted adults.</p>	

